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BULLETIN

OF THE

STATE NORMAL SCHOOL

DULUTH, MINNESOTA

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WASHBURN HALL

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BULLETIN

OF THE

STATE NORMAL SCHOOL

DULUTH, MINNESOTA

NINTH ANNUAL CATALOGUE

With Announcements For
1911-1912

Published Quarterly by the State Normal School at Duluth, and devoted to the interests of Elementary Education in Minnesota.
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Entered as second-class mail matter May 14, 1906, at the postoffice at Duluth, Minnesota, under the Act of Congress of July 16, 1894.

Calendar for 1911-1912.

Summer Term.

Enrolment of Students.....Tuesday, June 13, 1911
Class-work begins .....Wednesday, June 14, 1911
Term closes .....Friday, July 28, 1911

Fall Term.

Enrolment of Students.....Tuesday, September 5, 1911
Class-work begins .....Wednesday, September 6, 1911
Term closes .....Wednesday, November 29, 1911

Winter Term.

Enrolment of Students.....Monday, December 4, 1911
Class-work begins .....Tuesday, December 5, 1911
Christmas Holidays begin.....Friday, December 22, 1911
Work resumed .....Tuesday, January 9, 1912
Term closes .....Friday, March 8, 1912

Spring Term.

Enrolment of Students.....Tuesday, March 19, 1912
Class-work begins .....Wednesday, March 20, 1912
Term closes .....Thursday, June 6, 1912

State Normal School Board.

ELL TORRANCE, President.....New York Life Bldg., Minneapolis
C. G. SCHULZ, Secretary.....Capitol, St. Paul
S. H. SOMSEN, Resident Director.....Winona
J. C. WISE, Resident Director.....Mankato
C. L. ATWOOD, Resident Director.....St. Cloud
L. A. HUNTOON, Resident Director.....Moorhead
J. L. WASHBURN, Resident Director.....Alworth Building, Duluth
TOLLEF JACOBSON .....Alexandria
E. J. JONES.....Morris

Local Officers of Administration.

J. L. WASHBURN, Resident Director.
E. W. BOHANNON, President.
NELLIE EMMANUELSON, Secretary and Accounting Officer.

Faculty.

EUGENE W. BOHANNON, A. M., President.
School Economy, Social Science.
LINUS W. KLINE, Ph. D.
Psychology, Theory of Education, Superintendent Training Department.
JESSE W. HUBBARD, A. M.,
Physics, Geography.
MARGARET J. QUILLIARD,
Kindergarten Theory and Practice.
ANNA N. CAREY, A. B.,
English Literature, Grammar, Composition.
KATHARINE D. POST, B. L.,
Latin.
ETHEL MAE LONG,
Reading and Expression.
FLORENCE D. PETTENGILL,
Domestic Science.
CECIL M. PALMER, A. B.,
Third and Fourth Years Training Department.
EVELYN R. LYONS,
First and Second Years Training Department.
RUTH ELY,
Librarian.
CHARLES H. FRAZEE, A. M.,
Biology, Geography.
EFFIE GODFREY, A. B.,
Mathematics.
C. E. WALLACE, A. M.,
History, Civics.
EFFIE T. BURCH,
Drawing, Manual Training.
M. GENIEVE TAYLOR,
Music.
MARTHA E. WILLIAMS, A. B.,
Seventh and Eight Years Training Department.
ADELINE CORNISH,
Fifth and Sixth Years Training Department.

Additional Teachers for the Summer Term of 1910.

W. C. COBB, Superintendent Brainerd Schools, Geometry.
E. A. FREEMAN, Superintendent Grand Rapids Schools, Arithmetic.
M. A. MORSE, Superintendent Buhl Schools, Grammar.
J. A. VANDYKE, Superintendent Coleraine Schools, History and Civics.

Establishment of the School.

Legislative provision was made for the State Normal School at Duluth in 1895, when it was enacted that there should be established "under the direction and supervision of the State Normal School Board, at the City of Duluth, in the County of St. Louis, a Normal School to be known as the State Normal School at Duluth; provided said city shall donate to the state a suitable tract of not less than six (6) acres of land, to be approved by the Normal School Board, for the location, use and benefit of said school, within twelve (12) months from the passage of this act; provided further that no money appropriated for the erection of buildings for said school shall be expended prior to the year one thousand eight hundred and ninety-six." (1895. C. 184.)

In 1897 an appropriation of $5,000 was made for the foundation, and in 1899 the legislature voted $75,000 for the erection of the building, making one-half the amount available in 1900, and the other half in 1901. The building thus provided for was well along toward completion when, in February of 1901, it was destroyed by fire. Fortunately it was well protected by insurance and it was possible to rebuild without further aid from the State. The work of reconstruction was not completed until the middle of the following winter and for that reason the opening of the school was delayed until the fall of 1902.

Since then two commodious and fire-proof boarding halls for young women have been erected and an addition to the Main Building will be ready for the use of the Training School this fall.

Plan and Purpose of the School.

It is the object of the school to prepare teachers for the elementary schools of the State. Accordingly all who enter are required to pledge themselves to teach in the State or to pay tuition at the rate of thirty dollars a year.

Two departments, the Normal Department and the Training Department, are maintained. In the latter a kindergarten and the eight grades are represented and supply the opportunity for observation and student-teaching.

In the Normal Department the work is both academic and professional and extends through a period of five years for students who have not attended the high school. For high school graduates the course is two years in length. Shorter programs, leading to temporary certificates, are arranged for certain students of both classes but without loss of time to those who complete the course ultimately.

The regular school year includes thirty-eight weeks, divided into three terms of approximately twelve weeks each. Since the end of the regular year of 1907 summer sessions have been held, as provided by an act of the State Legislature in the session of that year. Since 1909 these sessions in the Duluth school have been seven weeks in length and are likely to remain so. In accordance with the provisions of this law these summer sessions are to be such as will "most fully conserve the welfare of the rural schools." The primary object of these summer terms, therefore, has been to meet the needs of rural teachers who have constituted a large percentage of the attendance. At the same time all the subjects offered are in the course of study and the requirements relative to the work and admission are the same as those for any other term.

Summer Session of 1911.

The summer term of seven weeks will begin Tuesday, June 13. The program of work to be offered includes all subjects required in the examination for both First and Second Grade State Certificates. Other subjects will be offered for the benefit of regular students who may find it necessary to remove entrance deficiencies or who may lack but one or two subjects of graduation. These will include both the first and second terms of all the common branches, Physics, Geometry, Civics, Physiology, Botany, Elementary Agriculture, Drawing, Music, Manual Training, Theory of Education, Psychology and School Management. Students will be able to earn two term credits and these, when final standings, will be accepted in lieu of examinations for state certificates.

General Information.

Tuition is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year.

Charges for tuition must be paid in advance and no portion thereof will be refunded.

Washburn Hall and Torrance Hall are homes for young women attending the school and are situated on the campus near the main building. Washburn Hall has rooming accommodations for forty-eight, while Torrance Hall will accommodate sixty-four. Both are of fire proof construction and are provided with all modern conveniences. Each has its own laundry, kitchen, pantry, dining room and reception room. All floors have toilets and bath rooms. Students have free access to the laundries, which have eight stationary wash tubs, with hot and cold water, clothes dryers, irons and ironing tables. All living rooms have hardwood floors, two beds, two rugs, two closets, two chairs, two rockers, study table, dresser and all necessary bedding. Students are required to provide table and dresser covers, towels and curtains, to care for their own rooms and to take turns in waiting on tables at meals.

It is expected that living will cost not more than fifteen and sixteen dollars a month the coming year.

Similar accommodations cannot be had in the city for less than double the amount. Single meals will be supplied at 25 cents and by the week at $3.00. No deduction will be made for absences of less than a week, except in vacations. All payments must be made one month in advance. Applications for rooms must be accompanied by a fee of one dollar, which amount will be applied on the first monthly payment.

The life in each Hall will be under the immediate supervision of a trained preceptress.

Loan Fund.—The interest and generosity of a friend of the school has resulted in the establishment of a loan fund for the benefit of worthy students who may find it necessary to borrow money in order to continue the work of the school. It is the desire of the committee in charge of the Fund, as well as the donor, that the entire amount be, as nearly as possible, all the while in use. Information concerning

the conditions under which the loans may be made can be had upon inquiry of the president of the school.

To Entering Students.—Those expecting to enter on advanced standings from other schools must present records of all such standings.

Applicants for admission will present themselves at the office of the president, where they will be referred to proper committees on examination or enrolment.

The building is situated on East Fifth street, between Twenty-second and Twenty-third avenues, and one block from the Woodland and East Fourth street car lines. Students who are not acquainted with the city should call at the president's office on arrival.

Additional information will be supplied on application to President's Office, State Normal School, Duluth, Minn.

Requirements for Admission.

Persons holding a State Teachers' Certificate of the second or a higher grade and graduates of approved high schools having a four years' course, who present credits representing fifteen units of work done therein (a unit being daily work for a year of at least nine months) will be admitted without examination. Others will be required to pass examinations in Arithmetic, English Grammar, Geography, United States History and Physiology, or to present certificates from the State High School Board. While holders of diplomas showing graduation from the eighth grade will be admitted without examination, only those who are sufficiently mature and promising will be permitted to undertake the work.

Graduates of high schools who elect to complete the work for the Elementary Diploma (12 credits) will be required to present satisfactory entrance records in Civics, United States History, Physiology, one biological science (Botany or Zoology) and one physical science (Physics or Chemistry), or to earn credits in these subjects after entering the Normal School. The record in Physics must represent not less than one full year's work.

Students from High Schools offering less than the four years work above mentioned will be admitted but cannot hope to complete the work in the usual length of time.

Advanced Standing.

High school graduates who shall have had, as post-graduate work, not less than a half year's course in Normal subjects as offered in the state high schools may be credited for subjects in which they shall have completed a full semester's work, provided (1) that these credits shall apply only in the case of those who

become candidates for the diploma and (2) that the President reserves the right to test the quality of work for which credit is asked.

Anyone holding a State Teachers' Certificate of the first grade, valid at the time of presentation, may be allowed twelve credits, provided: (1) that such advanced standing shall not be allowed except in the case of those who become candidates for the diploma and are not otherwise entitled to advanced standing, (2) that the subjects in which such advanced standings are to be allowed shall be determined by the President of the school in conference with the student, (3) that the average of the Certificate shall be not less than 75 per cent, and (4) that the subjects in which the averages shall be less than 75 per cent shall not be credited and shall reduce the number of credits to be allowed proportionately.

Graduates of accredited High Schools (see second paragraph above under Requirements for Admission) will be allowed advanced standing to the amount of thirty-six term units.

Special Students.

Persons holding a teachers' certificate of the second grade and having taught in any public school in this State with ability and success for a term of six months, may be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the President of the School that they are prepared to do the work of the regular classes in the subjects they may choose. Any selection of work is to be subject to the approval of the President. They must also present certificates from the superintendents under whom they have taught, testifying to their fitness for the work of teaching.

Admission to State University and Colleges.

Graduates from the advanced courses in the State Normal Schools of Minnesota are admitted without examination to the Sophomore year in the State University and the leading colleges of the State.

Normal School Diplomas and State Certificates.

1. The diploma of any of the State Normal Schools is made a temporary State certificate of the first grade for the two years of actual teaching service required by the student's pledge.

2. After two years of service, the diploma may be countersigned by the President of the school from which it is issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. After such endorsement, the diploma becomes a State Teachers' Certificate of the First Grade for life.

The Elementary Diploma to be granted to high school graduates upon the completion of the twelve specified units of work in the course of study will be valid as a State Teachers' Certificate of the First Grade for a period of three years and not renewable.

The Elementary Diploma to be granted others on the completion of the thirty-six specified units of work in the course of study will likewise be valid as a State Teachers' Certificate of the First Grade for a period of three years and may have its value as such certificate extended for a further period of three years upon the completion of an additional year of work in the course of study.

A State Teachers' Certificate of the Second Grade will be granted to persons completing twenty-four units of the elementary subjects in the course of study.

The Superintendent of Public Instruction, upon the recommendation of the president of the school, will issue a State First Grade Certificate, limited to one year, to high school students who complete twelve units of work, and to others upon the completion of thirty-six.

COURSE OF STUDY.

(Adopted September 18, 1908.)

Algebra
Arithmetic
Botany
Chemistry
Civics
Drawing
Education
  History of
  Theory of
  Practice of
  School Management
Elem. Science
English Composition
Geography
Geometry
Grammar
History, U. S.
History, General
History, English
Kindergarten
Latin
Literature
Manual Training
Music
Physics
Physiography
Physiology
Psychology
Reading and Expression
Rhetoric
Social Science
Themes and Literature
Zoology

For the diploma of the school sixty term units are required as indicated on page 13.

High school graduates receive credit for 36 term units and may receive the diploma of the school upon the completion of the remaining 24 term units as indicated on page 14.

The elementary diploma may be awarded high school graduates who hold high school records in Civics, United States History, Chemistry or Physics, Botany or Zoology and Physiology, upon the completion of the twelve units specified on page 14.

The elementary diploma may be awarded also to persons not holding high school credits upon completion of the 36 units specified on page 14.

ELECTIVES:

As the facilities of the schools permit, one or more of the following electives will be offered, and may be chosen by the student, after con-

A Student's Room, Washburn Hall

Preceptress' Room Washburn Hall

sultation with the President, in lieu of certain subjects in the course of study.

Agriculture
Advanced Physics
Astronomy
Children's Literature
Drawing Supervision
Economics
English
Home Economics
Latin
Library Science
Manual Training
Modern European History
Music Supervision
Physical Culture
Primary Methods
Public Speaking
Special Methods
Writing and Spelling

Arrangement of Work for Five-Year Students.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Latin Lessons I or	Latin Lessons II or	Latin Lessons III or
Reading I	**English Composition II**	**Music I**
Algebra I	Algebra II	Algebra III
Geography I	Geography II	Reading I or II
English Composition I	Drawing I	Drawing II

SECOND YEAR.

Caesar IV or	Caesar V or **Zoology II**	Caesar VI or **Rhetoric**
General History I	General History I or	General History II or
Music I or II	II	III
Geometry I	Geometry II	Music II or
Reading II or **Zoology I**	Manual Training I	**Solid Geometry**
		Manual Training II

THIRD YEAR.

Cicero VII or	Cicero VIII or	Cicero IX or
English History	**U. S. History I**	**U. S. History II**
Physics I	Physics II	Physics III
Botany I	Botany II or	Physiology or
Grammar I or	**Arithmetic II**	**Botany II**
Arithmetic I	Literature I	Literature II

JUNIOR YEAR.

Virgil X or **Grammar I**	Virgil XI or	Virgil XII or
English History or	**Grammar II**	**Geography III**
Drawing III	U. S. History I or III	United States History
Psychology I	Psychology II	II or **Physiology**
Arithmetic I or	Arithmetic II or	Theory of Education I
Literature III	**Literature IV**	Arithmetic III
Home Economics I	Home Economics II	Home Economics III

SENIOR YEAR.

Literature III or	Literature IV or	Themes
Manual Training III	**Rhetorical Work**	History of Education II
Social Science	History of Education I	Civics
Practice and Criticism	Practice and Criticism	School Management ½
I and II	III	Home Economics VI
Home Economics IV	Home Economics V	

Subjects in gothics are the alternatives for students who do not elect the Latin.

Arrangement of Work for Three-Year Students Leading to the Elementary Diploma.

FIRST YEAR.

Fall Term.	Winter Term	Spring Term
Algebra I	Algebra II	Algebra III
Geography I	Geography II	Music I
Reading and Expression I	Drawing I	Drawing II
English Composition I	English Composition II	Reading and Expression II

FIRST YEAR.

Geometry I	Geometry II	Botany II
Botany I	Arithmetic I	Arithmetic II
Music II	U. S. History I	U. S. History II
Grammar I	Grammar II	Physiology

THIRD YEAR.

Physics I	Physics II	Civics I
English History	Literature II	Practice and Criticism 1½
Psychology I	Theory of Education I	School Management ½
Literature I	Home Economics II	Rhetoric
Home Economics I		Home Economics III

Two-Year Program for High School Graduates.

JUNIOR YEAR

Fall Term.	Winter Term.	Spring Term
Psychology I	Psychology II	Theory of Education I
Drawing I	Arithmetic I or Music	Arithmetic II or Kindergarten Theory III
Georgraphy I or Kindergarten Theory I	Geography II or Kindergarten Theory II	Elementary Science
Music I or Observation	Grammar I or Observation	Grammar II or Observation
Home Economics I	Home Economics II	Home Economics III ..

SENIOR YEAR.

Reading and Expression I	History of Education I	History of Education II
U. S. History I or Kindergarten Theory IV	Civics I or Kindergarten Theory V	Themes
Social Science	Manual Training I	School Management ½
Practice and Criticism I	Practice and Criticism II	Practice and Criticism III
Home Economics IV	Home Economics IV	Home Economics VI

Subjects in gothics are the alternatives for kindergarten students.

One-Year Program for High School Graduates Leading to the Elementary Diploma.

Psychology I	Theory of Education I	Geography I
Arithmetic I	Reading and Expression I	School Management ½
Drawing I	Music I	Elementary Science
Grammar I	Practice and Criticism I	Practice and Criticism II
Home Economics I	Home Economics II	Home Economics III

Extensions of the Course of Study.

At its meeting of November 11, 1910, and upon the recommendation of the presidents of the five Normal schools of the State and the Superintendent of Public Instruction, the State Normal Board adopted a report providing for a one-year extension of the standard course of study, to the end that special teachers of Home Economics, Manual Training, Drawing, Music, Educational Supervision, Physical Education and Agriculture might be prepared for the public schools. The general provisions of the report are:

I. That all science courses shall be modified, so far as possible, in the direction of their application in the field of agriculture.

II. That the several Normal schools of the State shall be authorized to offer special courses in Home Economics and Manual Training, and upon the approval of the Board specifically given, such courses in Music, Drawing, Educational Supervision and Physical Education.

III. That three years of work for High School graduates, and six years for persons without High School credits, shall be regarded at present as the minimum time in which the Normal Schools should attempt to prepare such special teachers.

IV. That, in connection with the one-year extension of the course for training special teachers as above indicated, a further extension shall be authorized by the Normal Board providing for four years of work beyond High School graduation and seven years beyond the completion of the eighth grade; and that appropriate recognition in the form of a degree and a certificate be provided. This course will no doubt be organized and offered within the next two or three years. It will enable the Normal Schools to meet the increasing demand now being made on them, to supply well trained grade supervisors, principals, departmental teachers for the upper grades and teachers for the Normal departments in High Schools.

In harmony with the foregoing provisions the presidents have organized special courses in Manual Training and Home Economics and it is the plan to offer these courses in the Duluth school at the beginning of the regular year in September, 1911. These courses will add one year to the Standard course for any students who shall elect them, as follows:

Manual Training and Drawing.

Three terms of Shop Work.
Three terms of drawing.
Two terms of either Drawing or Manual Training.
One term of History and Organization.

One term of Teaching.

Two terms of Electives (provided special electives shall have been taken in the Standard course).

Eight terms of the course must be technical.

Home Economics.

Three terms of Cooking.

Three terms of Household Art.

One term of Chemistry and Bacteriology.

One term of Physiology and Hygiene.

One term of Drawing and Design.

Two terms of Electives (provided special electives shall have been taken in the Standard course.)

Students who have not had at least a half-year of Chemistry in High School will be required to take an additional term in the Normal School.

Ten terms of the course must be technical.

Descriptive Outline of the Work in the Different Subjects.

Psychology.

Term I. An observational study is made of the nervous system and of the sense organs under laboratory conditions followed by an account of their relations to mental life. The principle of the reflex arc and its relations to mental processes are taught in connection with the determination of reaction time. Suggestion, drowsiness, dreams, motor-automatism, habits and sensory fusions are studied along with the theories and evidence of mind levels. The literature on the characteristics of consciousness, its focal and marginal aspects, its attitudes, including attention, feeling and interest are studied intensively.

In this term and in the following, laboratory work is given three times a week and recitations are held twice a week to discuss results and to hear reports on pertinent literature.

Term II. An analytical and descriptive study is made of the more apparent cognitive aspects of cousiousness: Sensations, perceptions, illusions, images, association, memory, imagination. Experiments for this study are largely selected and adapted from the texts of Sanford, Witmer and Seashore. Aspects of the affective processes are treated in the following order: Affection, feeling, emotion, mood, passion and sentiment. The relation of the affective processes to the cognitive and to motor expression are studied experimentally. Experiments are selected and adapted from the texts of Titchener, Jastrow and Myers.

Theory of Education.

This course is chiefly concerned with the pedagogy of elementary education and is introduced by an historical account of the more reputed methods used in the art of teaching. Considerable emphasis is placed upon the so-called psychological method as it relates to school practice. The significance of the laws of instincts, of association, of selective thinking, of attitudes and of suggestion are studied in the interest of the art of teaching. The student is required to become acquainted with the best literature on the subject.

History of Education.

Term I. The work in this subject consists for the most part of an intensive study of the educational classics. The classics used are: Plato's Republic, Locke's Thoughts on Education, and Rousseau's Emile. A descriptive account is given of the Great Didactic and of the schools of the middle ages.

Books of Reference: Monroe's History of Education, Comparye's History of Pedagogy, Painter's Pedagogical Essays from Plato to Spencer.

Term II. This term is in part a continuation of the work of the preceding term. Pestalozzi's Leonard and Gertrude and Spencer's Education are read and discussed in class. The latter part of the course is devoted to the ethical, social and psychological ideals found in the works of Locke, Rousseau, Pestalozzi, Spencer and Herbart. These two courses are planned to support and supplement the principles evolved in Psychology and Pedagogy.

School Management.

Six Weeks. School Management is required of all students. It considers the different types of school organization, the classification of pupils, supervision and school appliances. Special attention is given to school hygiene, including the diseases and disorders which the school may cause or aggravate. Heating, ventilation, lighting and decoration of school buildings, seating of pupils, arrangement of the daily program, courses of study and the state school laws are studied.

Observation.

The work is done by all students during the term preceding the one in which they teach in the Training School. It extends through one term and occupies at least one period a day. It furnishes the student an opportunity to observe model lessons given by the critic teachers and to become pretty well acquainted with the regular work of a graded school as seen in the Training School. They are required from time to time to submit to the critic teachers a "lesson plan" developed from some one phase of a series of model lessons. These lesson plans are criticised by the teacher giving the model lessons, and then returned to the student. The students are further required to present weekly reports of their observation or discussion by the other members of the class, supervised by the director of the Training School.

Training School and Teaching.

The Training School includes the eight grades below the high school, and a Kindergarten. A review class, or ninth grade, has been added to the grammar grades of this department. The work corresponds very closely to that done in the grades of the public schools of the state and will qualify those who complete it to enter the high schools; or, in case the student completes the work of the ninth grade, to enter the first year class of the Normal Department. The course of study for the Training School includes Manual Training and Domestic Science.

The teaching force consists of the supervisor, the principals of the several departments and the duly qualified members of the senior class.

The purposes of the school are (1) to maintain, as far as possible, ideal school conditions to serve as models for the prospective teacher, and (2) to furnish an opportunity for the pupil-teachers to demonstrate their natural and acquired qualifications for practical service in our public schools.

The supervision consists in giving model lessons in the presence of the pupil-teachers; in holdng weekly conferences at which the special work of the pupil-teacher is sympthetically discussed and criticised; in citing literature bearing on her daily work, and in assisting in whatever way the needs of the hour may suggest.

General History.

Term I. A general survey of the origin and spread of civilization to the end of republican Rome.

Term II. A study of the Roman Empire and Western Europe to the sixteenth century.

Term III. A more detailed study of the modern period, especial attention being paid to the conditions in Europe at the time of the discovery of America.

Texts, Botsford's "Ancient History" and Robinson's "History of Western Europe."

Students who take Latin cover the field of general history in two terms instead of in three, the death of Charlemagne being the point of division between the two courses. Myer's "General History" (revised edition) is used as a text.

English History.

The general development of the English people and government is studied through the reign of Elizabeth, from which point an especial

effort is made to show the relation existng between the history and constitutional development of England and that of the United States.

Text, Higginson and Channing's "English History for Americans."

United States History.

Especial attention is paid to the development of governmental ma chinery, and, in general, to questions of government and administration.

Term I. A study of the beginnings of our national existence from the discovery of America to the end of the war of 1812, an especial effort being made to show our relations with European countries.

Text, Ashley's "American History."

Term II. A study of the outlines of our political, constitutional, economic and social development from the war of 1812 to the present day.

Text, Ashley's "American History."

Term III. A connected and more detailed study of a few of the more important movements in American history with especial reference to the use of sources and the library. Considerable attention is also given to the question of methods of instruction in history and civics in the different grades of the elementary schools.

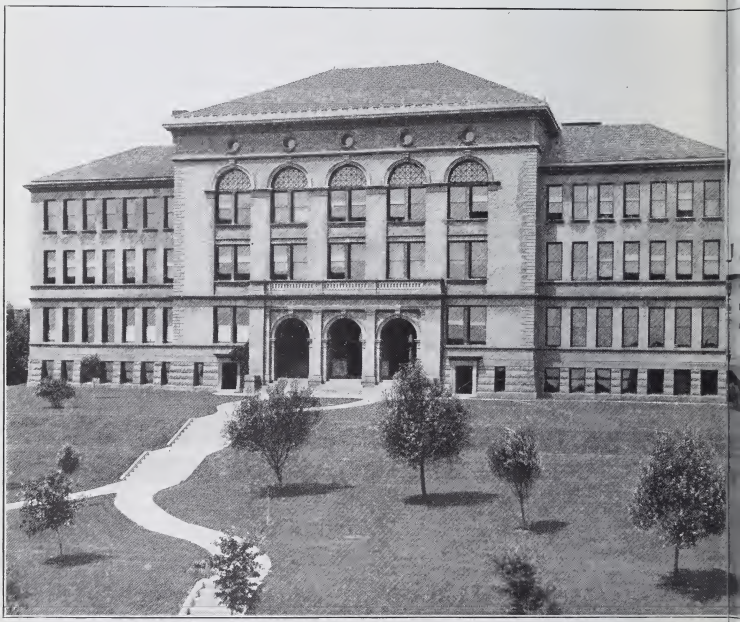
High School graduates take two terms of American history instead of three. The work differs from that of Terms I and II above only, in that greater emphasis is placed upon questions of government and administration and also upon methods of instruction and the use of sources, matters which are largely reserved for Term III in the case of other students.

Civics.

A more formal and detailed treatment of Civics than is possible in connection with the regular courses in American history.

Students are required first to master the general principles of society and government; after that, an outline of the government of the United States, the state of Minnesota, and of a county, town and city in Minnesota. Particular emphasis is placed on the methods of nominating public officers and the duties of citizens in a republic. That is the point of view from which such questions as minority representation, initiative and referendum, and "government by commission" are inquired into.

Text, Forman's "Advanced Civics."



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Social Science.

The work is confined to a consideration of the more obvious and practical problems of social life. Special topics are assigned for individual study and reported on in class. The text is "Wright's Practical Sociology."

English Composition.

Term I. Almost daily practice is given in the simpler forms of composition, including letter-writing, and in punctuation and paragraphing.

Term II. The simpler forms of Narration, Description and Exposition are studied. The text used during both terms is Webster's "Elementary Composition."

Rhetoric.

This is a continuation of the first two terms of composition. Exercises are both oral and written. Very little work in formal Rhetoric is attempted. The subjects of unity, coherence, and emphasis receive considerable attention. The elements of versification are studied briefly, and the most common types of poetry are distinguished. The text used is Frank's "Constructive Exercises in English."

Grammar.

Term I. The work consists in a thorough review of the principles of English Grammar.

Term II. The work consists largely of analysis based on some such classic as "The Great Stone Face." In addition to this, a portion of the time is given to the consideration of those problems which arise in teaching language in the grades. The texts used are Longman's "English Grammar" and Wisely's "Studies in the Science of English Grammar."

Literature.

Term I. (a) Guerber's Classic Myths; The Iliad; Tennyson's Idylls of the King.

(b) Two plays of Shakespeare selected from the following: The Merchant of Venice; A Midsummer Night's Dream;

As You Like It; Julius Caesar, and Macbeth. Dramatization of stories.

Term II. (a) The chief poets from Milton to Matthew Arnold.
(b) One or two English essays.

Term III. (a) American Literature. The most representative poetry and prose.
(b) Essays (English or American.)
Text: Manly's "English Poetry."

Term IV. (a) The Novel: Ivanhoe, Romola.
(b) Short stories.
(c) Chaucer.
(d) Ballads.

Themes.

This work is more advanced than that of the other courses in Composition. It is required of all Seniors. Letter-writing and the principles of Composition and Rhetoric are briefly reviewed. Theme writing is based largely on "Specimens of Prose Composition" by Nutter, Hersey and Greenough.

Reading.

Term I. Special stress will be placed upon pronunciation, correct utterance and diction.

A psychological basis will be presented for all the elements of expression, time, pitch, inflection and emphasis.

Effort is made to develop imagination, concentration and continuity of thought in the student, also the love and appreciation of good literature, and to make these the vital basis of the art of reading.

Term II. This course will deal with presentation of various types of literature so that the students may have definite standards for future work. Much time will be given to the study of methods of teaching reading.

The work given to classes composed of high school graduates will be a modification of Term I and the methods of Term II, as outlined above.

Latin.

Terms I, II, III. Latin Grammar. Daily throughout the first year of the course.

Terms IV, V, VI. Caesar's Commentaries, Books 1–4. Daily throughout the second year of the course.

Terms VII, VIII. Cicero's Orations in Catilinam. Daily throughout the autumn and winter terms of the third year of the course.

Term IX. Cicero's De Imperio Cn. Pompei, Pro Archia Poeta. Spring term of the third year of the course.

Terms X, XI, XII. Virgil's Aenied, Books 1–6. Fourth year of the course.

Prose Composition, both oral and written, daily throughout the first three years of the course. Sight reading throughout the course.

Physiography.

One Term. Type features of the earth are studied with reference to their geological development. Frequent field trips are made to observe the many local land forms. The principles of meteorology are used to explain the cause and effects of winds, clouds, rainfall, temperature and atmospheric pressure. The department is provided with a standard mercurial barometer, maximum and minimum thermometers, psychrometer and a large collection of topographic maps. Hopkins' "Elements of Physical Geography."

The work of this term is preliminary to the later study of North America and other continents. Text, "Dryer's Lessons in Physical Geography."

Geography.

Term I. North America. A detailed study is made of the topography, climate and natural resources of Minnesota as a basis for the study of the other states. Many outline maps are made to illustrate the work. Advantage is taken of the large shipping and manufacturing industries of Duluth, field trips being made to the ore docks, blast furnace, match factory, grain elevators, flour mills, ship yards, saw mills, furniture factory, weather bureau, fish hatchery and lime kiln.

Term II. The remaining continents. Emphasis is laid upon the relations between the climatic conditions and the civil, social and moral developments of the people. Texts, "Tarr and McMurray's Complete Geography," "Longman's New School Atlas."

Physics.

Two double periods a week are given to laboratory work. Three periods a week are devoted to a study of the text supplemented by a discussion of the laboratory work and its bearing upon the principles of the subjects. Directions for performing qualitative and quantitative

experiments are furnished by outlines. A complete record of each experiment is submitted by the student. If the notes are not satisfactory they are returned for correction.

Term I. Mechanics of solids and liquids.

Term II. Heat and Light.

Term III. Sound and Electricity.

Text, Millikan and Gale's "First Course in Physics."

Botany.

Term I. (a) Ecology. Identification of plants and their study from various standpoints including adaptation of organs to functions; relationship of flowers and insects; light relationship of green leaves; seed dissemination; adaptation to climate.

(b) Morphology and Anatomy. Gross and minute anatomy of leaf, flower, fruit, stem, root. Examined with special reference to adaptation to use. Types of seeds, their structure and homologous parts, food supply, phenomena of germination and growth of embryo.

Term II. (c) Special Morphology. Algae: Pleurococcus, nostoc, oscellaria, euglena, spirogyra, Vaucheria, etc. Fungi: bacteria yeast, mould, mildews, rusts, smuts, mushrooms. A study is made of the more obvious structural peculiarities of a fern, moss, liverwort, gymnosperm (pine), and angiosperm (lily).

(d) Plant Physiology. The role of water in plants; photosynthesis; respiration; digestion; irritability; growth, fertilization.

Texts, "Botany for Schools," Atkinson. "Elements of Agriculture," Warren.

Zoology.

Term I. (a) Insects. A field study including such topics as mimicry; protective coloration; life history; social life; structural adaptation to environment; insects and flowers; economic considerations, etc. Insects from well represented orders are collected, identified, and studied from the standpoint of comparative morphology.

(b) Birds. Identify birds in the field; when first and last seen; localities frequented; habits, economic importance, migrations, are some of the ways in which this subject is approached.

Term II. (c) Biological types. Crayfish, frog and others. This is an attempt to illustrate some of the leading principles of Zoology, and to develop on the part of the student a method of study in biological subjects. These studies are pursued from the standpoint

of general external and internal structure; elementary histology; elementary embryology; and the general principles of physiology.

(d) The above type studies are supplemented by a more general survey of invertebrate and vertebrate forms with special attention to certain homologies, increasing complexity, and characteristic adaptive structures; ever emphasizing as of first importance an acquaintance with animal behavior.

Texts, "Insect Life," Comstock. "A Text Book of Zoology," Linville and Kelly.

Elementary Science.

One term is given to this work with a view of giving the student as many type lessons as time will permit as well as methods for teaching these lessons.

The subject matter for these Nature Study lessons includes trees, birds, flowers, the plant as a whole, seeds, soil, weather, bacteria, fungi, insects. These are studied in a practical way as forces and factors of everyone's environment of which we should take intelligent account.

Texts, "Practical Nature Study," Coulter and Patterson. Apgars, "Trees of the Northern United States." Lange's, "How to Know the Wild Birds of Minnesota."

Physiology.

The key note of the Physiology instruction is right conduct of the physical life.

A minimum of attention is given to anatomy, and a more thorough study made of those processes most directly influenced by intelligent behavior, as problems of fatigue, alimentation and digestion, circulation, thermal phenomena, nutrition, physiology of nervous system and sense organs.

The following subjects will give some idea of what is considered in matters of hygiene and sanitation: Muscular activity, hygiene of the nervous system; hygiene of feeding; food accessories and drugs; prevention and care of colds; care of eyes, ears, feet; water supply; ventilation; some microbic diseases and their prevention; public supplies; hygiene and sanitation of travel; some simple sanitary precautions in schools; public health and individual responsibility; accidents and emergencies.

Text, Hough and Sedgwick's "Human Mechanism."

Arithmetic.

Term I. The student is given a thorough course in notation and numeration both of Arabic and Roman type, addition, subtraction, multiplication, division, common and decimal fractions. Emphasis is placed upon clear, accurate and logical thought and expression.

Term II. This is a continuation of the work in Term I. taking up longitude and time, mensuration, percentage and its varied applications, powers and roots.

Text, Sensenig and Anderson's "New Complete Arithmetic."

Term III. Readings on the history and development of Arithmetic are given. Discussions are held on presentations of chosen subjects studied in Terms I. and II., model lesson plans are prepared, examinations and criticisms of grade text books are also made.

The work for the high school graduates is a slight modification of the above work and given in two terms.

Algebra.

Term I. The four fundamental operations, simple equations, and factoring are studied in this term.

Term II. The work of this term is a continuation of Term I. studying greatest common factor and lowest common multiple found by factoring, fractious, simple equations of two and of three unknowns.

Term III. The work in this term is a continuation of Term II. considering involution and evolution, irrational numbers, quadratic equations solved by factoring and by formula.

Text, Slaught and Lennes' "High School Algebra."

Geometry.

Term I. The work of this term is the preliminary propositions, chapter on triangles and parallelograms, and the chapter on the circle. A portion of the time in each term is given to demonstrating the exercises found throughout the text.

Term II. This work covers the chapter on similar rectalinear figures, the chapter on areas of plane polygons, and a portion of the chapter on measurements of the circle.

Term III. This term is given to the study of solid Geometry, and many pasteboard models are made to aid the mind in following the demonstrations.

Text, Holgate's "Geometry, Plane and Solid."

Music.

Term I. The work in music includes:

Voice Culture; class work daily in tone production, breathing, etc.

Interpretation of musical notation and sight singing.

Song Interpretation.

Ear Training.

Study of the care and development of the child voice.

Theory and Practice, which includes a consideration of the problems that arise in teaching music; the choice and use of methods and materials for the study of music, covering the work of all grades; the observation and practice in teaching illustrative lessons in the formal steps of presenting music in the school room.

Term II. Continuation of the work of Term I. In the case of high school graduates having had previous work in music, the course is adapted to meet their needs and more advanced work can be undertaken. When time for it occurs, a study of musical forms, together with the lives and works of the great composers, is made.

Chorus Work and Glee Club.

Twenty minutes daily is given to chorus work. The work is required of all students. The study of standard choruses is the basis of the work done and contributes toward the work done in Music Appreciation.

An opportunity is given for those who so desire to become members of the Glee Club.

Drawing.

Drawing and the other manual arts are so closely related that they are presented as complementary phases of one line of work. The aim of the manual arts department is to increase appreciation and the power to do.

Term I. The first term's work in drawing, for those students who have not had a high school training, is devoted to the following:

(1) Composition, including principles of design, object drawing from nature and the posed figure.

(2) Color making and color theory.

(3) Constructive drawing.

(4) Construction, including the application of pattern by means of the stencil, the wood block and the simple etching of brass and copper.

Term II. The second term's work is given to further practice of the above mentioned forms of drawing and to the greater appreciation of art in general. Besides the daily class-room exercises in drawing, the students are required to write weekly chapters in a note book on the history of art.

The one term of drawing required of high school graduates aims to prepare the students to teach drawing by: practice in composition, color and instructive drawing; relating drawing to other school subjects, such as geography, reading and history; planning lessons for certain grades in the model school.

Manual Training.

Term I. The first term's work in manual training is devoted to the following: (1) the care and use of the common wood-working tools; principles of construction, based upon strength, durability, proportion, adaptation to purpose, decoration and finish.

Term II. The second term's work includes practice in wood-working, basketry, leather tooling and simple metal working.

The one term for Kindergarten students and other high school graduates about to receive their diplomas offers practice in the various handicrafts and exercises in relating manual training to the other studies in the school curriculum.

Kindergarten Training.

Only high school graduates or those who have received an equivalent education may elect this work.

The training covers a period of two years and includes much of the general professional study offered to students who are preparing to teach in the primary or grammar grades. Special observation and study relative to the activities and interests of children under six years of age, and the best methods of dealing with them, constitute a large portion of the work, and observation and teaching in the Kindergarten and Primary Departments of the Model School are required.

A pleasing voice, some skill in singing and piano playing, and a desirable attitude toward young children are essentials for one who would succeed as a Kindergartner.

Domestic Science.

The course in Domestic Science is two years in length, extending throughout the junior and senior years, two hours a week of recitation

Dining Room, Washburn Hall

Reception Room, Washburn Hall

and laboratory work being required.

This course is not offered as a training course for teachers of Domestic Science, but aims to give all students going out from our school a training in better standards of right and wholesome living and general efficiency in house-making.

The study of foods includes their classification, nutritive value, digestibility, cost, combination with other foods and uses in health and disease. The fundamental principles of the cookery of all classes of foods are worked out in the preparation and cooking of different types of food materials. Right methods of serving are emphasized. Sufficient chemistry is taught in connection with cookery to explain and give reasons for the various processes and principles involved in the practical work.

Special training is given in actual house-work, and the responsibility and care of rooms and equipment. During both junior and senior years, the students are expected to prepare menus in reference to the proper balance of food values and the cost of materials. This is followed by planning, preparing and serving of meals limited as to cost of materials and time required for preparation.

Sanitation and personal and school hygiene are included in the general work.

Names of Students Enrolled in the Normal Department 1910-1911.

Senior Year.

Angermier, Marie	Fosston	Minn.
Becker, Elsie	Duluth	Minn.
Buckley, Adeline	Duluth	Minn.
Burgher, Alice	Duluth	Minn.
Carlson, Ella	Moose Lake	Minn.
Cater, Capitola	Herman	Minn.
Childs, Mira	Northfield	Minn.
Coburn, Helen	Duluth	Minn.
Cohen, Josie	Akeley	Minn.
Cox, Alice	Biwabik	Minn.
Cullen, Maude E.	Brainerd	Minn.
Cunningham, Marion	Duluth	Minn.
Detert, Carolyn	Faribault	Minn.
Driscoll, Marie	Willow River	Minn.
Fitzpatrick, Mary	Fergus Falls	Minn.
Gilbertson, Amy	Brainerd	Minn.
Goldsmith, Gladys	Duluth	Minn.
Goodhand, Clara	Duluth	Minn.
Hamlin, Laura	Superior	Wis.
Hanson, Freda	Barnum	Minn.
Hanson, Minnie	Duluth	Minn.
Himebaugh, Hazel	Duluth	Minn.
Joyce, Isabel R.	Viroqua	Wis.
Lumm, Fannie	Duluth	Minn.
McCarthy, Alice	Coleraine	Minn.
Matteson, Maude	Duluth	Minn.
Mueller, Mabel	Duluth	Minn.
Nelson, Anna B.	Duluth	Minn.
Norris, Lucile	Duluth	Minn.
Olson, Agnes	Duluth	Minn.
Patterson, Ada	Duluth	Minn.
Peterson, Emma	Wrenshall	Minn.

Phelps, Ethelwynn	Duluth	Minn.
Pierce, Myrtle	Duluth	Minn.
Randall, Clara	Duluth	Minn.
Robert, Evonne	Duluth	Minn.
Russell, Blanche	Sandstone	Minn.
Ryan, Florence	Ironwood	Mich.
Savolainen, Mary	Virginia	Minn.
Scheaffer, Edna	Tower	Minn.
Signer, Rose	Duluth	Minn.
Stenberg, Petronella	Duluth	Minn.
Storm, Evelyn	Brainerd	Minn.
Swanson, Florence	Duluth	Minn.
Walker, Rebecca	Duluth	Minn.
Warner, Winifred	Duluth	Minn.
Wasley, Elizabeth	Duluth	Minn.
Wellington, Gertrude	Duluth	Minn.
Wilke, Rhoda	Union Grove	Wis.
Wright, Frances	Cadillac	Mich.
Wright, Winifred	Brainerd	Minn.

Junior.

Adams, Esther	Duluth	Minn.
Anderson, Elizabeth A	Duluth	Minn.
Anderson, Emma	Duluth	Minn.
Anderson, Mary H	Hutchinson	Minn.
Anderson, Sirena C	Hutchinson	Minn.
Armundson, Dolly G	Coleraine	Minn.
Balmer, Vera	Duluth	Minn.
Berglin, Bertha C	Rush City	Minn.
Bertagnoli, Adolph J	Pence	Wis.
Blair, Leonara	Cloquet	Minn.
Bocklund, Ida	Duluth	Minn.
Boden, Florence	Duluth	Minn.
Boerner, Bessie	Duluth	Minn.
Bogan, Margaret	Hancock	Mich.
Boisvert, Bertha	Duluth	Minn.
Bonnier, Leona	Cloquet	Minn.
Borland, Ruth	Fosston	Minn.
Bostad, Mabel	Fosston	Minn.
Brackett, Agnes	Pine City	Minn.
Bradley, Idella	Tenstrike	Minn.
Bray, Hattie Holt	Grand Marais	Minn.
Brown, Margaret	Duluth	Minn.
Brown, Marion	Duluth	Minn.
Brown, Rebecca	Duluth	Minn.

Buckbee, Elizabeth	Duluth	Minn.
Campaigne, Minnie	Tower	Minn.
Cant, Margaret	Duluth	Minn.
Carley, Anna	Duluth	Minn.
Carlson, Lydia	Cloquet	Minn.
Carr, Kathryn	Wakefield	Minn.
Carr, Pearl I.	Alborn	Minn.
Casey, Mae E.	Duluth	Minn.
Chase, Estelle	Nashwauk	Minn.
Chisholm, Mildred	Duluth	Minn.
Christopher, Mabel	Duluth	Minn.
Clark, Gladys	Duluth	Minn.
Clement, Adele	Ironwood	Mich.
Coe, Louise	Duluth	Minn.
Collins, Wenona	Cloquet	Minn.
Dahlman, Hilda	Duluth	Minn.
Dailey, Frances	Duluth	Minn.
Davis, Alba	Hibbing	Minn.
Duclett, Betsey M.	Duluth	Minn.
Einsweiler, Anna	Chisholm	Minn.
Epperson, Rachael	Cloquet	Minn.
Ericson, Ruth A.	Duluth	Minn.
Erwin, Carolyn	Cloquet	Minn.
Ferguson, Mae	Duluth	Minn.
Foote, Audie	Cass Lake	Minn.
Fredericson, Emma	Duluth	Minn.
Furlong, Anna	Duluth	Minn.
Furlong, Bregetta	Duluth	Minn.
Galligan, Margaret	Duluth	Minn.
Gannon, Helena	Cass Lake	Minn.
Gibson, Flora	Duluth	Minn.
Gordon, Dorothy	Duluth	Minn.
Govett, Laura	Duluth	Minn.
Grant, Anna E.	Duluth	Minn.
Graves, Marie J.	Duluth	Minn.
Hahn, Mabel	Hurley	Wis.
Haley, Janet	Duluth	Minn.
Hannerman, Grace	Missoula	Mont.
Harrington, Katherine	Hibbing	Minn.
Hawkes, Helen A.	Duluth	Minn.
Heglund, Selma	Granite Falls	Minn.
Holm, Inez	Twin Valley	Minn.
House, H. G.	Duluth	Minn.
Hughes, Margaret A.	Hurley	Wis.
Jensen, Ella	Duluth	Minn.
Jensen, Gina	Duluth	Minn.

Jumer, Helen	Pine City	Minn.
Kaninski, Teresa	Duluth	Minn.
Kelly, Margaret	Montreal	Wis.
Klovstad, Sarah	Duluth	Minn.
Lambert, Genevieve	Pine City	Minn.
Lane, Cassie	Cloquet	Minn.
Lang, Amanda	Tower	Minn.
Lang, Elsie	Tower	Minn.
Leak, Nina E.	Blackduck	Minn.
Lidenberg, Effie M.	Fosston	Minn.
Lindahl, Effie	Duluth	Minn.
Lindstadt, Mabel	Missoula	Mont.
Lipke, Hattie	Virginia	Minn.
Long, Gertrude	Royalton	Minn.
Lord, Stella	Carlton	Minn.
Lovald, Georgia	Duluth	Minn.
MacDonald, Martha	Deer River	Minn.
McKusick, Servia	Bemidji	Minn.
MacDougall, Anna	Delhi	Minn.
Mahnke, Edna B.	Duluth	Minn.
Martin, Harriet	Tower	Minn.
Mattson, Ada	Aurora	Minn.
Maxted, Grace	Duluth	Minn.
Neubauer, Katherine	Duluth	Minn.
Nieminen, Lillian	Palo	Minn.
Noiseau, Lyla	Hubbell	Mich.
Nyberg, Jennie	Ironwood	Mich.
Olsen, Dorothea	Monger	Minn.
Onsgard, Allie	Duluth	Minn.
Ostensen, Edith	Duluth	Minn.
Ora, Sadie	Ashland	Wis.
Ostram, Helen	Duluth	Minn.
Pederson, Julia	Tower	Minn.
Percival, Jessie	St. Albans Bay	Vt.
Peterson, Hilda C.	Two Harbors	Minn.
Peterson, Lida E.	Cloquet	Minn.
Potter, Mabel	Duluth	Minn.
Quinby, Bessie	Duluth	Minn.
Reardon, Eva	Chetek	Wis.
Renz, Clara C.	Hibbing	Minn.
Risatti, Anne	Duluth	Minn.
Roberts, Hilda	Virginia	Minn.
Rosenbloom, Anna	Hibbing	Minn.
Sarchet, Agnes	Cloquet	Minn.
Savage, Edna	Hurley	Wis.
Scheaffer, Elizabeth	Tower	Minn.

Schiller, Clara	Duluth	Minn.
Schweiger, Ella C	Duluth	Minn.
Sengir, Barbara	Perham	Minn.
Shea, Josie	Ironwood	Mich.
Shean, Loretta	Sparta	Minn.
Slavick, Viola	Virginia	Minn.
Stephan, Jessie	Pine City	Minn.
Stickles, George	Duluth	Minn.
Stickles, Leila	Duluth	Minn.
Strick, Elizabeth	Chisholm	Minn.
Sturminski, Anna	Duluth	Minn.
Sturminski, Nellie	Duluth	Minn.
Swenson, Mae	Smithville	Minn.
Thomas, Marie	Duluth	Minn.
Thompson, Lois	Kasota	Minn.
Trolander, Elmer	Alborn	Minn.
Twohy, Mary	Duluth	Minn.
Wagner, Bess	Kingston	Ohio
Walsh, Berthilde	Brainerd	Minn.
Way, Mildred R	St. Paul	Minn.
Weatherby, Bessie	Two Harbors	Minn.
Week, Jennie	Ely	Minn.
Whiteside, Maybelle	Hurley	Wis.
Williams, Maude	Minneapolis	Minn.
Wohlin, Charlotte	Duluth	Minn.
Wyatt, Blanche	Bethel	Minn.
Young, Rhue	Aitkin	Minn.
Zimmerman, Rose	Duluth	Minn.

Third Year.

Apel, Sally	Duluth	Minn.
Bateman, Dorothy	Duluth	Minn.
Betz, Edna A	Grand Rapids	Minn.
Bomier, Elizabeth	Barnum	Minn.
Butters, Eile	Thomson	Minn.
Christianson, Lily	Petrell	Minn.
Dinwiddie, Grace	Grand Rapids	Minn.
Haigh, Ruby	Grand Rapids	Minn.
Hare, Wenona	Carlton	Minn.
Hawkinson, Anna V	Harris	Minn.
Hawkinson, Ella A	Harris	Minn.
Helgeson, Bertha S	Proctor	Minn.
Jensen, Myrtle	Duluth	Minn.
Lade, Mrs. E. B	Duluth	Minn.
Langford, Mary	Buhl	Minn.
Olson, Nora A	Duluth	Minn.

Second Year.

Ballow, Helen	Duluth	Minn.
Bergford, Bergliot	Duluth	Minn.
Bergford, Signy	Duluth	Minn.
Bolander, Helga	Duluth	Minn.
Bouck, Bessie I.	Park Rapids	Minn.
Campbell, Mildred N.	Duluth	Minn.
Carlson, Jennie	Duluth	Minn.
Caulkins, Grace	Duluth	Minn.
Dodge, Isadore	Duluth	Minn.
Elberson, Laura	Proctor	Minn.
Giles, Monnie	Willow River	Minn.
Grotheim, Katherine	Virginia	Minn.
Haigh, Ruth	Grand Rapids	Minn.
Hopkins, Bertha F.	Duluth	Minn.
Johnson, Ebba	Atkinson	Minn.
Johnson, Elsa	Duluth	Minn.
Klippen, Gerda	Duluth	Minn.
Lundberg, Lillian	Mahtowa	Minn.
McMurtrie, Etta	Proctor	Minn.
Matheson, Florence E.	Atkinson	Minn.
Mobeck, Martha	Duluth	Minn.
Myron, Mary	Duluth	Minn.
Nelson, Helen E.	Duluth	Minn.
Norton, Madge	Duluth	Minn.
Ostlund, Elizabeth	Duluth	Minn.
Perry, Lillie	Alborn	Minn.
Pfeiffer, Effie	Tower	Minn.
Pyette, Katherine	Beaver Bay	Minn.
Rowley, Luella M.	Superior	Wis.
Scheideker, Millicent	Duluth	Minn.
Scott, Ruth	Duluth	Minn.
Ulsrud, Eunice	Duluth	Minn.
Voight, Lydia	Bellingham	Minn.
Watson, Mamie A.	Carlton	Minn.
Watts, Estelle	Duluth	Minn.
White, Ruth	Duluth	Minn.
Woag, Margaret	Superior	Wis.

First Year.

Alderman, Mae E.	Brookpark	Minn.
Alford, Eva	Duluth	Minn.
Alm, Elvira	Knox Mills	Wis.
Anderson, Clara A.	Forsyth	Minn.
Anderson, Clara L.	Duluth	Minn.

Anderson, Serrie	Brainerd	Minn.
Anderson, Vivian	Brainerd	Minn.
Armitage, Hazel	Princeton	Minn.
Bellamy, Elsie	Duluth	Minn.
Borden, Emma	Brainerd	Minn.
Chinberg, Eugenia	Montepelier	N. Dak.
Cook, Nellie	Wrenshall	Minn.
Cosner, Blanch	Merna	Minn.
Coulter, Mabel	Arnold	Minn.
Cummings, Mae	Duluth	Minn.
Diers, Lizzie A.	Duluth	Minn.
Dome, Margaret	Duluth	Minn.
Donahue, Margaret C.	Tower	Minn.
Ecklund, Alma E.	Thomson	Minn.
Edmison, Theresa	Duluth	Minn.
Erickson, Anna E.	Barnum	Minn.
Erickson, Evelyn M.	Bruno	Minn.
Erickson, Florence O.	Barnum	Minn.
Erickson, Nellie A.	Bemidji	Minn.
Evans, Ella Bell	Granite Falls	Minn.
Foster, Hilda	Duluth	Minn.
Gerrie, Bernice	Cedarbend	Wis.
Gilbertson, Helga	Grand Marais	Minn.
Goman, Lura	Duluth	Minn.
Gustafson, Ardina	Two Harbors	Minn.
Hagen, Doras	Deer River	Minn.
Hagman, Helen	Wright	Minn.
Halvorson, Alma	Duluth	Minn.
Hare, Margaret	Virgina	Minn.
Healy, Katherine	Duluth	Minn.
Hillbrand, Percie	Sturgeon Lake	Minn.
Holcombe, Hattie	Otisville	Minn.
Johnson, Marie G.	Cedar Falls	Wis.
Knutson, Louetta	Duluth	Minn.
Lindsley, Olive	Frederic	Wis.
Lofald, Agnes	Duluth Heights	Minn.
Lycander, Tillie	Mahtowa	Minn.
McKinley, Matilda	Grand Rapids	Minn.
McLeod, Maggie	Frontier	Minn.
Martin, Alice	Deer River	Minn.
Mason, Ruby	Granada	Minn.
Michelson, Edith	Cloquet	Minn.
Miller, Gertrude	Brookpark	Minn.
Minor, Esther	Duluth	Minn.
Monker, Edith A.	Grand Marais	Minn.
Murphy, Georgia	Brookpark	Minn.

Murray, Leah	McIntosh	Minn.
Nelson, Ida	Balaton	Minn.
Hereson, Nora	Gary	Minn.
Norin, Ellen	Chisholm	Minn.
Nycklemoe, Marie	Ashby	Minn.
O'Neil, Gertrude	St. Paul	Minn.
O'Toole, Josephine	Proctor	Minn.
Obernolte, Ella	Tamarack	Minn.
Oie, Georgiana	Sacred Heart	Minn.
Olsen, Gladys	Duluth	Minn.
Olson, Hulda	Duluth	Minn.
Pehl, Dorothea A	Wabasha	Minn.
Pelland, Mayme R	Pelland	Minn.
Pikkarainen, Lily	Duluth	Minn.
Robinson, Hazel	Deer River	Minn.
Rye, Mary	Sturgeon Lake	Minn.
Schou, Borghild	Duluth	Minn.
Scott, Rosemonde	Bay Lake	Minn.
Sjostrom, Elizabeth K	Barnum	Minn.
Sjostrom, Ellen	Barnum	Minn.
Stahbrodt, Edna	Duluth	Minn.
Stewart, Ethel	Proctor	Minn.
Swanson, Augusta	Harris	Minn.
Vallentyne, Adeline	Minneapolis	Minn.
Waidelich, Edith	Topeka	Kan.
Watson, Ida M	Carlton	Minn.
Wetzel, Delia	Deerwood	Minn.
Wilander, Elvira	Duluth	Minn.
Yergan, Willow	Duluth	Minn.

Special.

Bolton, Beatrice E	Duluth	Minn.
Chapman, Elizabeth	Rossburg	Minn.
Gjertson, Mabel	Minneapolis	Minn.
Gottwald, Francis	Duluth	Minn.
Todd, Jessie	Duluth	Minn.
Toothaker, John J	Barnum	Minn.
Wall, Elsie M	Duluth	Minn.

TRAINING SCHOOL.

Eighth Year.

Marie Christianson
Russell Duncan
Gertrude Final
Virginia Moore
Warren Moore
Marjory Willard

Louise Frick
Eugenia LeRicheaux
John Lynam
Frances Winton
Wayne Whitely

Seventh Year.

Agnes Alexander
Gertrude Barnes
Marion Dight
Charles Fraker
Charles LeRicheaux
Marion Lutes
Katherine Lutes
Raymond Lyons
Dorothy Moore
Dorothea Panton
Sylvia Rakowsky
William Richardson
John Simonson
Charlesa Stark
Elizabeth Stephenson
Niel Upham
Philip Warner
Jeanette Welbanks
Mary Winton

Sixth Year.

Katherine Abbott
Sue Alexander
Mary Baldwin
Cordelia Collins
Robert Congdon
Robert Finkenstaedt
Dwight Sanford
Carl Gebauer
Catherine McGregor
Elinor Mitchell
Winifred Parsons
Galen Pearson
Hamilton Phelps
Edwin Skinner

Fifth Year.

Josephine Cotton
Max Gebauer
Grace Gleason
John Killorin
Ralph Knowlton
Helen MaCrae
Mary McGiffert
John Rakowsky
Frances Sellwood
Beatrice Spengler
Benton Stearns
William Stephenson
Gertrude Taylor
Lovell Turle
Katherine Thwing
Virginia Warner

Fourth Year.

Clara E. Baldwin
Hastings Barber
Allan Black
David Black
Thomas Crosby
Faith Douglas
Eleanor Keyes
Elizabeth Lynam
Caroline Lyder
Donald McGregor
Hervey Romieux
Ruby Stearns
Richard Sellwood
Maxine Spengler
Helena Silberstein
William Upham
Thomas Wood

Third Year.

Chester Adams
Marion Bailey
Alexander Gow
Harlow Lounsberry

Lucius Bellamy
George Bohannon
Richard Bowden
Wilson Crosby
Robert Dowse
Mildred Dunning
Donald Miles
Junior Prince
Helen Stilson
Harry Strong
Margaret Walker

Second Year.

Jane Baldwin
Newton Black
Gilbert Dickerman
William Final
Graham Fitch
Margaret Finkenstaedt
Jack Gow
William Hearding
Rosalie Parsons
Frederic Rowe
Elizabeth Ryerson
William N. Ryerson
Gerald Sellwood
Boyd Spencer
Edward Spring
Cecelia Stephens
Charlotte Warner

First Year.

John Ball
Harold Bergford
John Bergford
Genevieve Black
Gertrude Collins
Florence Draper
John Engel
Percy Fuller
Warren Kelly
Richard Lutes
Gertrude McGiffert
Stewart Peyton
Ruth Quayle
Hortense Speigel
Windrum Walker
Harvey Williamson
Ruth Williamson

Kindergarten.

John Abbott
Marie Barthe
Bernard Killorin
Elizabeth Bohannon
William Coventry
Robert Dunning
Elizabeth Finkenstaedt
John Frazee
Norman McDonald
Margaret McDonald
Frances McGreevy
Rutherford McGiffert
Mary Macrae
Marion Marshall
Garvin Nesbitt
Roberta Perrin
Elizabeth Poehler
Hermonie Fitch
Katherine Haley
Frederick Harlow
John Harlow
Dorothea Hepworth
Francis Kriedler
Helen Lounsberry
Sylvia Lounsberry
Milton Prince
Bernard Silberstein
Stanley Strong
Donald Spencer
Shirley Spengler
William Stephens
Warren Whitely
Alexander Wood

Summarized Statement of the Enrolment.

Normal Department.

Senior Year	51	
Junior Year	144	
Third Year	18	
Second Year	35	
First Year	80	
Special students	7	
		335

High School graduates on two-year program	139	
High School graduates on one-year program	41	
Five-year program with Latin electives	34	
Five-year program with English electives	64	
Three-year program leading to elementary diploma	50	
Special students	7	
		335

Enrolment for Summer Term	165	
Enrolment September–June	215	
	380	
Counted twice	45	
		335

Training Department.

Eighth Year	11	
Seventh Year	19	
Sixth Year	14	
Fifth Year	16	
Fourth Year	17	
Third Year	15	
Second Year	17	
First Year	17	
Kindergarten	33	
		159
		494

Torrance Hall

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